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ABSTRACT

A description is provided of "Behavioral Response to Illness," a required course offered in the second quarter of a two-year college nursing program, which examines physiological and psychosocial changes in patients from the framework of illness as a stressor, and the possible behavioral responses to such stress. The course focuses on behavioral responses such as pain, feelings of powerlessness, family reaction to illness, crisis, depression, patient nonadherence, and sleep disturbance; and on nursing theories related to these behaviors. The course description begins by providing information about course requirements, content, place in the curriculum, and objectives. The next sections focus on terminology, major course goals, and long-range course objectives, which are followed by an outline of the units of instruction, class activities, and reading requirements. Information on goals, objectives, and assignments is provided for each of the ten units of instruction: (1) course introduction; (2) review of Roy Adaptation Model in preparing nursing care plans; (3) assessment and intervention (A&I) for patients in crisis; (4) A&I for patients with depression; (5) A&I for patients with pain; (5) A&I for patients experiencing feelings of powerlessness; (6) assessment of patient adherence and interventions promoting client adherence; (7) assessment of sleep loss and interventions promoting sleep; (9) assessment of the family role in health/illness; and (10) assessment of clients experiencing the crisis of body image change and interventions which promote resolution of this crisis. The final sections present criteria for the grading of care plans and oral presentations; the grading scheme; procedure for revising the course; and provisions for students failing to meet course objectives.
(AYC)

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Education 431B
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Course Paper

N 106 A Behavioral Response to Illness

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Saddleback Community College

2/20/85

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COURSE DESCRIPTION

N106A, Behavioral Response to Illness, is a required course offered in the second quarter of the nursing program at Saddleback Community College. It is a four unit course with three hours of lecture and four hours of clinical experience per week. Students will be assigned, two to three hours weekly, in a clinical setting in an affiliating agency. Any time spent in the learning laboratory will be considered part of the clinical experience. The student will also be assigned one hour weekly with a clinical instructor for the purpose of discussing and evaluating student progress and consequent redirection of student goals to meet course objectives. Time spent with the instructor will also be considered clinical experience. Each clinical instructor will have no more than eight students.

N106A will examine physiological and psychosocial changes in patients from the framework of illness as a stressor, and the possible behavioral responses to such stress. Course content will include (1) behavioral responses such as pain, feelings of powerlessness, family reaction to illness, crisis, depression, patient nonadherence, and sleep disturbance, as stressors to the medical-surgical patient. and (2) nursing theories related to these behavioral responses,

Students taking this course will be in the second quarter of the nursing program, and have completed a course in introduction to nursing with a grade of "C" or better. The student is required to be proficient in application of the nursing process in creating a nursing care plan, and to have beginning skills in utilization of the Roy Adaptation Model for nursing.

At the conclusion of N106A, the student will be skilled at incorporating nursing interventions related to behavioral responses to the stress of illness, into the nursing care plan, through use of the Roy Adaptation Model. It is expected that all students beginning this course will complete the course with a grade of "C" or better.

(4)

GLOSSARY

The student should understand most terms presented in the course stemming from previous classes. A test will be given to evaluate student understanding of terms, and terms will be reviewed in class as necessary following the test. New terms will be defined in the supplemental readings and will be reviewed in class.

MAJOR COURSE GOALS

1. The student will be able to utilize in-depth knowledge of the nursing process in creating a nursing care plan, using the Roy Adaptation Model.
2. The student will be able to incorporate the nursing theories of various behavioral concepts and also theories of other disciplines into the nursing care plan for the medical-surgical patient.
3. The student will be able to apply in-depth knowledge of normal and pathological physiology to human physiological responses to illness in creating a nursing care plan.
4. The student will be able to apply in-depth knowledge of normal and pathological psychosocial responses to illness in creating a nursing care plan.
5. The student will be adequately prepared to take the next course in sequence.

LONG RANGE COURSE OBJECTIVES

1. One year following this course, one hundred percent of the students will indicate ability to utilize knowledge of the nursing theories of patient response to illness by passing the State Board Examination.
2. Two years following this course, of the students responding to the questionnaire, one hundred percent will answer that they found this course useful in planning patient care.
3. Two years following this course, of the student's employers responding to the questionnaire, ninety five percent will state that they feel that the person in their employ is able to utilize nursing theories of patient response to illness in a satisfactory manner when planning patient care.

(77)

UNITS OF INSTRUCTION

UNIT I Course Introduction

Review of the Nursing Process in Preparing Nursing Care Plans.

3 hours lecture

3 hours clinical practice

1 hour with clinical instructor

UNIT II Review of Roy Adaptation Model in Preparing Nursing Care Plans

3 hours lecture

3 hours clinical practice

1 hour with clinical instructor

UNIT III Assessment & Intervention for Patients in Crisis

3 hours lecture

2-3 hours clinical practice

1 hour with clinical instructor

UNIT IV Assessment & Intervention for Patients with Depression

3 hours lecture

3 hours clinical practice

1 hour with clinical instructor

UNIT V Assessment & Intervention for Patients with Pain

3 hours lecture

2-3 hours clinical practice

1 hour with clinical instructor

UNIT VI Assessment and Intervention for Patients Experiencing
Feelings of Powerlessness

3 Hours lecture

2-3 hours clinical practice

1 hour with clinical instructor

UNIT VII Assessment of Client Adherence and Interventions Promoting
Client Adherence

UNIT VII 3 hours lecture

3 hours clinical practice

1 hour with clinical instructor

UNIT VIII Assessment of Sleep Loss and Interventions Promoting
Sleep

3 hours lecture

2-3 hours clinical practice

1 hour with clinical instructor

UNIT IX Assessment of the Family Role in Health/Illness

3 hours lecture

3 hours clinical practice

1 hour with clinical instructor

UNIT X Assessment of Clients Experiencing the Crisis of Body
Image Change and Interventions which Promote Resolution
of this Crisis

3 hours lecture

3 hours clinical practice

1 hour with clinical instructor

MATERIALS OF INSTRUCTION

Required Textbooks

Roy, C., Introduction to Nursing, An Adaptation Model. Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1984.

Niel, Margo, Nursing Care Planning Guides. Pacific Palisades, Ca. Nurseco & Co., 1980.

Carlson, C., Behavioral Concepts & Nursing Intervention, New York, N.Y., J.B. Lippincott Co., 1978.

Readings on Reserve

UNIT I

- * Syllabus for 106A

UNIT II

Gordon, M., "Nursing Diagnosis: Process & Application" American Journal of Nursing, April, 1980 672-674.

- * Roy, Introduction to Nursing, An Adaptation Model. Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1984. Ch 3.

UNIT III

Aguilera, D., Mersick, J.M., Crisis Intervention: Theory & Methodology St Louis, Mo., C.V. Mosby Co., 1978.

- * Beebe, J., "Principles of Crisis Intervention" Psychiatric Treatment Crisis/Clinic/Construction. New York, N.Y., McGraw-Hill, 1975 P 3-41.

UNIT IV

Gever, L., "Three New Antidepressants" Nursing 83, August, 1983

- * Lipp, Martin, R., Respectful Treatment-The Human Side of Medical Care. Harper & Row, New York, N.Y., 1977. Ch 2

Raphael, B., Preventive Intervention with the Recently Bereaved., Archives of General Psychiatry, 32:1450-1457, 1977.

UNIT V

Meinhart, N., McCaffery, M. Pain: A Nursing Approach to Assessment & Analysis. Norwalk, Appleton-Century-Crofts, 1983. Ch 9 & 10

- * McCaffery, M., Nursing Management of the Patient with Pain. Philadelphia: J.B. Lippincott Ch. 1979.

UNIT VI

Roy, C., "Problem in Self-Ideal & Expectancy-Powerlessness", Introduction to Nursing. C.V. Mosby, 1976. P 224-231.

Stephenson, Carol, "Powerlessness & Chronic Illness: Implications for Nursing", Baylor Nursing Educator 1979, 1:1 P 17-23.

- * Wichita, C., "Patient Power" RN, Feb 1980, 43:2 P51.

UNIT VII

Becher, M., (ed)., "The Health Belief Model & Personal Health Behavior", Health Education Monographs. 2(4): 1-15, 1974.

DiMatteo, M., Achieving Patient Compliance: The Psychology of the Medical Practitioner's Role. New York: Pergamon Press, 1982.

- * Dracup, K., "Compliance: Interactionists Pproach", Nursing Research 1982. Vol 31, P 31-36.

UNIT VIII

Freeman, F., Sleep Research: A Critical Review, Springfield, Ill., Charles C. Thomas, 1974.

- * Hayter, J. "The Rhythm of Sleep", American Journal of Nursing, May 1980. P 457-461.

Kales, A., Sleep: Physiology & Pathology. Philadelphia, J.B. Lippincott Co., 1969

UNIT IX

Green, C., "Assessment of Family Stress", Journal of Advanced Nursing 7:11-17, 1982.

- * Miller, J., Family Focused Care. McGraw-Hill, New York, N.Y., 1980. Ch 3.

UNIT X

Donovan, F., Cancer Care Nursing. New York, N.Y., Appleton-Century Croft, 1976.

- * Fisher, S. & Cleveland, S., Body Image & Personality. New York, N.Y., Dover Publications, 1968, Ch 6.

AUDIO-VISUAL MATERIALS

UNIT III "Crisis Intervention: The Hospitalized Patient"

UNIT V "Inadequate Management of Acute Pain"

UNIT VIII "The Effect of REM Deprivation on Depression"

* Asterisked material is required reading

UNIT I

COURSE INTRODUCTION

REVIEW OF THE NURSING PROCESS IN PREPARING NURSING CARE PLANS

GOAL

Upon beginning this course, the student will understand the format and expectations of this course.

OBJECTIVES

1. The student will read through the course syllabus with the instructor, and ask questions as necessary for clarification of course expectations.

GOAL

Upon beginning this course, the student will be skilled at using the nursing process.

OBJECTIVES

1. The student will demonstrate knowledge of the nursing process which includes (a) data collection, (b) interpretation, (c) intervention, and (d) evaluation, by writing a 1-2 page care plan in class, based on a hypothetical patient with a hernia repair which will be given in class.
2. The student will demonstrate understanding of nursing terms by describing all of the following terms in 20 words or less:
(a) Stressor, (b) Behavioral Response, (c) Nursing Process, (d) Nursing Theory, (e) Nursing Care Plan, (f) Nursing Intervention, and (g) Roy Adaptation Model, along with the terms of the model modes which include (a) Physiological Mode, (b) Self Concept Mode, (c) Role Function Mode, (d) interdependence Mode, (e) Focal Stimuli, (f) Contextual Stimuli, and Residual Stimuli.

GOAL

Upon completion of this course, the student will be able to present a care plan orally.

OBJECTIVES

1. The student will participate orally each week in using the nursing process (through use of the Roy Model), to create a care plan for a hypothetical patient which will be given to the class each week.
2. The last two weeks of class, each student will present one 15 minute talk giving an oral presentation of a care plan for their clinical patient. (one half class each week)

UNIT II

REVIEW OF THE ROY ADAPTATION MODEL IN PREPARING NURSING CARE PLANS

GOAL

Upon beginning this course, the student will have a beginning ability to utilize the Roy Adaptation Model in the nursing process.

OBJECTIVES

1. In class, the student will write a complete description of the Roy Model in 300-500 words. This will include a description of:
 - (a) the two categories of the self concept mode.
 - (b) the role function mode.
 - (c) the five categories of the physiological mode.
 - (d) the interdependence mode.
 - (e) focal, contextual, and residual stimuli.

2. In class, the student will view an audio visual on "The Process of Nursing Assessment".

ASSIGNMENT

Review Roy - See bibliography

UNIT III

ASSESSMENT AND INTERVENTION OF CLIENTS IN CRISIS

GOAL

Upon completion of this course, the student will be able to incorporate knowledge of crisis theory into the nursing care plan using the Roy Model.

OBJECTIVES

1. The student will use the nursing process (through use of the Roy Model), to write a 1-2 page care plan for a clinical patient experiencing crisis which is to be turned in to the clinical instructor on this day of class.
2. In class, the student will write a 300-500 word paper describing (a) four stages of crisis, (b) emotional responses to each stage, (c) cognitive reactions to each stage, and (d) an appropriate nursing intervention for each stage.
3. Six students will be selected in class to share their nursing intervention for their clinical patient experiencing crisis. Each patient discussion will last 5-10 minutes. The entire class will participate in these discussions.

ASSIGNMENT

Read Beebe - See bibliography

Student Laboratory - See bibliography

UNIT IV

ASSESSMENT AND INTERVENTION OF PATIENTS WITH DEPRESSION

GOAL

Upon completion of this course, the student will be able to incorporate knowledge of theories about depression into the nursing care plan using the Roy Model.

OBJECTIVES

1. The student will use the nursing process (through use of the Roy Model), to write a 1-2 page care plan for a clinical patient experiencing depression, which is to be presented to the clinical instructor on this day of class.
2. In class, the student will write a 200-300 word essay describing (a) six steps in the dynamics of depression, (b) twelve symptoms of depression, and (c) appropriate nursing interventions for each symptom.
3. In the student laboratory, twelve students will role play twelve symptoms of depression while a partner offers an appropriate nursing intervention, after which the partners switch roles.
4. The rest of the students will participate orally in critiquing the role-play in class.

ASSIGNMENT

Read Lipp - See bibliography

UNIT V

ASSESSMENT AND INTERVENTION OF PATIENTS WITH PAIN

GOAL

Upon completion of this course, the student will be able to

incorporate knowledge of theories of pain into the nursing' care plan using the Roy Model.

OBJECTIVES

1. The student will use the nursing process (through use of the Roy Model), to write a 1-2 page care plan for a clinical patient experiencing pain which is to be turned in to the clinical instructor on this day of class.
2. The student will demonstrate the use of distraction, ice, and guided imagery, as an intervention for pain in the student laboratory.
3. In class, the student will write a 200-300 word essay describing (a) two major theories of pain, and (b) five considerations in making an assessment on pain

ASSIGNMENT

Read Meinhart - See bibliography

Learning Laboratory - See bibliography

UNIT VI

ASSESSMENT AND INTERVENTION OF CLIENTS EXPERIENCING FEELINGS OF POWERLESSNESS

GOAL

Upon completion of this course, the student will be able to incorporate knowledge of theories about feelings of powerlessness into the nursing care plan using the Roy Model.

OBJECTIVES

1. The student will use the nursing process (through use of the Roy Model), to write a 1-2 page care plan for a clinical patient experiencing feelings of powerlessness which is to

- be turned in to the clinical instructor on this day of class.
2. In class, the student will write an essay of 200-300 words
 - (a) naming three causes of feelings of powerlessness, (b) giving an example of each, and (c) describing an appropriate nursing intervention for each.
 3. In the student laboratory, the student will be prepared to role play three causes of feelings of powerlessness while a partner offers a nursing intervention, after which the partners switch roles. (Six students will be selected to role play. The rest of the students will critique the nursing interventions)

ASSIGNMENT

Reac Wichita - See bibliography

UNIT VII

ASSESSMENT OF CLIENT ADHERENCE AND INTERVENTIONS PROMOTING
CLIENT ADHERENCE

GOAL

Upon completion of this course, the student will be able to incorporate knowledge of theories related to adherence into a nursing care plan using the Roy Model.

OBJECTIVES

1. The student will use the nursing process (through use of the Roy Model) to write a 1-2 page care plan for a clinical patient experiencing problems from non adherence which is to be turned in to the clinical instructor on this day of class.
2. In class the student will write a 300-400 word essay describing (a) the advantages and disadvantages of using

contracting, as a strategy to enhance client adherence, and
 (b) describe three strategies (other than contracting), that
 have been used to improve adherence.

ASSIGNMENT

Read Dracup - See bibliography

UNIT VIII

ASSESSMENT OF SLEEP LOSS AND INTERVENTIONS PROMOTING SLEEP

GOAL

Upon completion of this course, the student will be able to
 incorporate knowledge of theories related to sleep loss into
 a nursing care plan using the Roy Model.

OBJECTIVES

1. The student will use the nursing process (through use of the Roy Model), to write a 1-2 page care plan for a clinical patient experiencing problems of sleep loss which is to be turned in to the clinical instructor on this day of class.
2. In class the student will write a 300-500 word essay on (a) the physiological changes that occur with each specific stage of sleep, (b) the etiology and signs and symptoms of sleep loss, and REM deprivation, and (c) appropriate nursing intervention for sleep loss.

ASSIGNMENT

Read Hayter - See bibliography

Learning laboratory - See bibliography

UNIT IX

ASSESSMENT OF THE ROLE OF FAMILY IN HEALTH/ILLNESS

GOAL

Upon completion of this course, the student will be able to incorporate understanding of theories related to family assessment into the nursing care plan using the Roy Model.

OBJECTIVE

1. The student will use the nursing process (through the use of the Roy Model), for writing a 1-2 page care plan related to interventions which stem from a family assessment on a patient with a diagnosis of the students choice. This is to be turned in to the instructor on this day of class.
2. In class, the student will be prepared to write a 200-300 word essay naming (a) five areas of family assessment, and (b) describing three methods of family assessment.
3. Half of the class will make a 10 minute oral presentation of a nursing care plan for their clinical patient. (the entire class will be prepared to give a presentation)
4. In class, the student will view an audio visual on "Family Therapy-Problem Identified"

ASSIGNMENT

Read Miller - See bibliography

UNIT X

ASSESSMENT OF CLIENTS EXPERIENCING THE CRISIS OF BODY IMAGE CHANGE, AND INTERVENTIONS WHICH PROMOTE RESOLUTION OF THIS CRISIS

GOAL

Upon completion of this course, the student will be able to incorporate understanding of theories of the crisis of body image change into the nursing care plan using the Roy Model.

OBJECTIVES

1. The student will use the nursing process (through use of the Roy Model), to write a 1-2 page care plan for a clinical patient experiencing body image change crisis which is to be turned in to the clinical instructor on this day of class.
2. In class, the student will write a 200-300 word essay (a) naming five phases of body image change crisis, (b) describing symptoms of each phase, and (c) describing an appropriate nursing intervention for each phase.
3. The second half of the class will make a 10 minute oral presentation of a nursing care plan for their clinical patient.

ASSIGNMENT

Read Fisher - See bibliography

CRITERIA FOR CARE PLANS AND ORAL PRESENTATIONS (REPORTS)

Each test or paper written will be graded according to the criteria below.

Characteristics of an "A" answer

- (a) all crucial points to the question are answered accurately and in detail.
- (b) The question is answered in an organized, logical, specific, and focused manner.
- (c) Information gained through the steps of the nursing process are synthesized in a creative manner.

Characteristics of a "B" answer

- (a) All points of the question are answered correctly.
- (b) The question is answered in a somewhat less specific manner, and organization and logic is not as clear.
- (c) The steps in the nursing process are analyzed appropriately, but lack much creativity.

Characteristics of a "C" answer

- (a) The most important points of the question are answered although less important points are left out.
- (b) The most important points from the nursing process are analyzed appropriately but lack creativity.

Characteristics of a "D" answer

- (a) Response to crucial points to the question are missing or inaccurate.
- (b) A grade of "D" is not considered a passing grade.

GRADING SCHEME

A = 6+ clinical patient care plans, 16+ other objectives* & A on oral report

B = 6+ clinical patient care plans, 14+ other objectives* & B on oral report

C = 6+ clinical patient care plans, 12+ other objectives* & C on oral report

D = 6+ clinical patient care plans, 10+ objectives* & D on oral report

F = 6+ clinical patient care plans, 8+ other objectives* & F on oral report

* "other objectives" refers to any objective other than the oral report or the clinical patient care plan.

PROCEDURE FOR REVISING THE COURSE.

Time will be set aside at the end of each quarter for course revision. The course instructor will review the course goals and objectives in relation to student performance in both theory and clinical, and in relation to feedback from the survey of graduate students and their employers. State Board results, student evaluation, and input from clinical instructors will also be considered. New trends in nursing as a result of nursing research will impact on course revision. After considering all of these factors, adjustments will be made in the course content with increased emphasis in some areas and decreased emphasis in others, as indicated necessary. Changes may also be made to increase clarity of course content and to increase clarity of objectives. A course revision will be made by the course instructor, and presented to the Curriculum Evaluation Committee.

Tentative goals and objectives will be reviewed by the Curriculum Evaluation Committee who will consider goals and objectives in relation to the program as a whole. This committee will be composed of the Director of the School of Nursing, the faculty member who is teaching the course, and two other faculty members. This group will make the final decision on necessary revision of goals and objectives for this course.

PROVISION FOR STUDENTS FAILING TO MEET COURSE OBJECTIVES

Because students are screened during the interview process before admission into the School of Nursing, and because an attempt is made to familiarize students with the expectations of the school during the first quarter, there is a very low failure rate during the second quarter.

Student attrition during the second quarter is 2 percent, resulting mostly from life circumstances changing rather than failing grades.

The student must obtain a grade of "C" or better for both the theory and the clinical aspect of the course. It is felt that any grade lower than a "C" would result in unsafe clinical practice.

The student will meet with the clinical instructor for one hour weekly to evaluate progress in relation to course objectives and to give the student the opportunity to redirect student goals on a weekly basis so that course objectives can be met.

A student who is not meeting course objectives will be counseled by the clinical instructor and a written contract will be drawn up with guidelines for necessary improvement established. A time frame for sufficient improvement will be included in the contract. The Director of the School of Nursing will be notified of the need for counseling.

If the student continues to be unable to meet course objectives, the Director of the School on Nursing will be informed, and a written notification of probationary status will be given to the student by the clinical instructor. Counselling will be given by the clinical instructor to assist the student in deciding whether or not to drop the course.

A student receiving a grade of "D" in either theoretical or clinical aspects of this course must repeat the course and obtain a grade of "C" or better before continuing in the program.

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